

DOCUMENT RESUME

ED 336 664

CG 023 638

TITLE Career Planning & Placement Survey, 1991. Two-Year Schools.

INSTITUTION College Placement Council, Bethlehem, Pa.

PUB DATE 91

NOTE 28p.; For related documents, see CG 023 634-637.

AVAILABLE FROM College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 (\$15.00 members, \$25.00 nonmembers).

PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Career Choice; *Career Development; *College Graduates; College Students; Higher Education; *Job Placement; Student Personnel Services; *Two Year Colleges

ABSTRACT

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of two-year schools (N=114). Seventeen data tables provide information from all respondents and from two-year school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of two-year school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

Two-Year Schools

1991 Career Planning & Placement Survey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Warren E. Kaufman

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE



College Placement Council, Inc.

62 Highland Ave.
Bethlehem, PA 18017

Copyright 1991 by the College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017. All rights reserved. No part of this publication may be used or reproduced in any manner whatsoever without permission.

Table of Contents

Office Title	1
Number of Interview Rooms	1
Interview Rooms Located Within Career Planning & Placement Office	2
Accessibility of Career Planning & Placement Office	2
Staff by Title	2
Characteristics of Career Planning & Placement Directors	3
Characteristics of Career Planning & Placement Professional Staff	4
Annual Operating Budget Including Salaries	4
Annual Operating Budget Excluding Salaries	5
Salary Ranges of Career Planning & Placement Directors	5
Salary Ranges of Career Planning & Placement Associate Directors	6
Salary Ranges of Career Planning & Placement Assistant Directors	6
Salary Ranges of Career Counselors	6
Services Offered Through Career Planning & Placement Center	7
Target Populations of Special Programs or Services	7
Number of Companies Recruiting on Campus 1990-91	8
Student Use of Career Planning & Placement Office.	8
Trends in Career Planning & Placement	9

1991 Career Planning & Placement Survey

Two-Year School Responses

Following are responses to selected questions from the 1991 *Career Planning & Placement Survey* from institutions that identified themselves as two-year schools (number = 114).

TABLE 1 _____

OFFICE TITLE

	<u>Percent</u>	
	<u>All Resp</u>	<u>TwoYr Resp</u>
Placement	10.4	31.3
Career Planning & Placement	25.6	24.1
Career Counseling & Placement	4.1	1.9
Career Services	19.6	8.0
Career Development	11.9	2.7
Career Development & Placement	3.1	1.9
Career Center/ Career Resource Center	5.1	2.7
Other	20.2	22.3

TABLE 2 _____

NUMBER OF INTERVIEW ROOMS (TWO-YEAR SCHOOL RESPONDENTS ONLY)

<u>Number of Rooms</u>	<u>Number of Respondents</u>
1	39
2	12
3	4
4	0
5	0
6	1

TABLE 3 _____

INTERVIEW ROOMS LOCATED WITHIN
CAREER PLANNING & PLACEMENT OFFICE

	<u>Percent</u> All Resp.	TwoYr Resp.
Yes	79.6	61.3
No	20.4	38.7

TABLE 4 _____

ACCESSIBILITY OF OFFICE

	<u>Percent</u> All Resp.	TwoYr Resp.
Very accessible	49.7	48.2
Accessible	42.5	43.0
Inaccessible	7.5	8.8

TABLE 5 _____

STAFF BY TITLE
(TWO-YEAR SCHOOL RESPONDENTS ONLY)

	<u>Number of Individuals in Position</u>					
	1	2	3	4	5	6+
<u>Full-Time</u>						
Associate Director	3					
Assistant Director	6					
Career Counselor	13	3	3	1	1	1
Experiential Ed.Coord.	3	2				
Placement Coord.	25		3	1		
Career Librarian	1					
Job Developer	8		1		1	
Secretary	57	11		3		

(continued)

(Table 5 continued)

	<u>Number of Individuals in Position</u>					
	1	2	3	4	5	6+
<u>Part-Time</u>						
Associate Director	1					
Assistant Director	12	2	4	1		
Career Counselor	3	1				
Experiential Ed. Coord.	6	3				
Placement Coord.	4		1			
Career Librarian	8	1	2			
Job Developer	27	12	5		3	

NOTE: Statistics in this table represent number of respondents

TABLE 6

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT DIRECTORS

	<u>Percent</u>	
	All Resp.	TwoYr Resp.
<u>Age</u>		
Under 25	0.1	0.0
25-34	14.1	15.3
35-49	56.5	62.2
50-65	28.5	22.5
Over 65	0.8	0.0
<u>Gender</u>		
Female	55.9	54.1
Male	44.1	45.9
<u>Race</u>		
Asian/Pacific	1.0	2.7
Black	6.2	11.8
Hispanic	1.4	1.8
Native American	0.9	0.0
White	90.5	83.6
<u>Previous Experience</u>		
Average number of years in career planning & placement	10.8	8.7
Average number of years in current position	6.5	4.7
Have previous experience in college relations & recruitment	46.5	50.0
Average number of years in college relations & recruitment	3.5	5.0

TABLE 7

**CHARACTERISTICS OF CAREER PLANNING &
PLACEMENT PROFESSIONAL STAFF
(OTHER THAN DIRECTOR)**

	<u>Percent</u>	
	All Resp.	TwoYr Resp.
<u>Age</u>		
Under 25	6.9	6.4
25-34	36.2	33.5
35-49	43.1	42.7
50-65	13.4	16.5
Over 65	0.4	0.9
<u>Gender</u>		
Female	76.1	79.1
Male	23.9	20.9
<u>Race</u>		
Asian/Pacific	1.8	2.7
Black	13.1	6.4
Hispanic	4.6	8.2
Native American	2.1	1.8
White	78.4	80.9

TABLE 8

**ANNUAL OPERATING BUDGET INCLUDING SALARIES
(TWO-YEAR SCHOOL RESPONDENTS ONLY)**

	Number of Respondents
Less than \$10,000	3
\$10,000-\$20,000	4
\$20,001-\$30,000	3
\$30,001-\$40,000	9
\$40,001-\$50,000	9
\$50,001-\$60,000	13
\$60,001-\$75,000	13
\$75,001-\$100,000	18
\$100,001-\$150,000	14
\$150,001-\$200,000	9
\$200,001-\$300,000	10
\$300,001-\$400,000	1
\$400,001-\$500,000	1
\$500,001-\$600,000	1

TABLE 9

**ANNUAL OPERATING BUDGET EXCLUDING SALARIES
(TWO-YEAR SCHOOL RESPONDENTS ONLY)**

	Number of Respondents
Less than \$1,000	5
\$1,000-\$2,000	5
\$2,001-\$3,000	9
\$3,001-\$4,000	10
\$4,001-\$5,000	8
\$5,001-\$6,000	5
\$6,001-\$7,500	5
\$7,501-\$10,000	15
\$10,001-\$12,500	4
\$12,501-\$15,000	8
\$15,001-\$20,000	7
\$20,001-\$25,000	7
\$25,001-\$30,000	2
\$30,001-\$40,000	3
\$40,001-\$50,000	5
\$50,001-\$75,000	3
\$75,001-\$100,000	4
More than \$100,000	1

TABLE 10

**SALARY RANGES OF CAREER PLANNING
& PLACEMENT DIRECTORS
(TWO-YEAR SCHOOL RESPONDENTS ONLY)**

	Number of Respondents
Less than \$15,000	3
\$15,000-\$20,000	0
\$20,001-\$25,000	11
\$25,001-\$30,000	20
\$30,001-\$35,000	17
\$35,001-\$40,000	22
\$40,001-\$45,000	14
\$45,001-\$50,000	12
\$50,001-\$55,000	6
\$55,001-\$60,000	2
\$60,001-\$65,000	3
\$65,001-\$75,000	1

TABLE 11

**SALARY RANGES OF CAREER PLANNING
& PLACEMENT ASSOCIATE DIRECTORS
(TWO-YEAR RESPONDENTS ONLY)**

	Number of Respondents
\$12,501-\$15,000	1
\$15,001-\$17,500	0
\$17,501-\$20,000	1
\$20,001-\$25,000	1
\$25,001-\$30,000	5
\$30,001-\$35,000	2
\$35,001-\$40,000	1
\$40,001-\$45,000	1

TABLE 12

**SALARY RANGES OF CAREER PLANNING
& PLACEMENT ASSISTANT DIRECTORS
(TWO-YEAR SCHOOL RESPONDENTS ONLY)**

	Number of Respondents
\$15,001-\$17,500	1
\$17,501-\$20,000	0
\$20,001-\$25,000	2
\$25,001-\$30,000	7
\$30,001-\$35,000	1
\$35,001-\$40,000	1

TABLE 13

**SALARY RANGES OF CAREER COUNSELORS
(TWO-YEAR SCHOOL RESPONDENTS ONLY)**

	Number of Respondents
\$15,001-\$17,500	9
\$17,501-\$20,000	7
\$20,001-\$25,000	38
\$25,001-\$30,000	26
\$30,001-\$35,000	8
\$35,001-\$40,000	5
\$40,001-\$45,000	5
\$45,001-\$50,000	3
More than \$50,000	7

TABLE 14

**SERVICES OFFER THROUGH CAREER PLANNING
& PLACEMENT OFFICE**

	<u>Percent</u>	
	All	TwoYr
	Resp.	Resp.
Placement of graduates into full-time employment	93.4	93.9
Placement of students into summer and part-time employment	83.2	92.1
Placement of alumni	82.7	84.2
Occupational and employer information library	93.7	83.3
Career counseling	94.2	78.1
Campus interviewing	91.6	77.2
Resume booklets	56.3	72.8
Resume referral	71.6	68.4
Career planning or employment readiness course for credit	31.6	42.1
Vocational testing	52.1	42.1
Computerized candidate data base	48.2	40.4
Cooperative education, intern, experiential program	62.8	40.4
Credential service	71.9	38.6
Academic counseling	28.7	33.3
Dropout prevention & counseling	16.2	15.8

TABLE 15

**TARGET POPULATIONS OF
SPECIAL PROGRAMS OR SERVICES**

	<u>Percent</u>	
	All	TwoYr
	Resp.	Resp.
Adult students	34.6	50.9
Career changers	31.0	43.0
Part-time students	18.5	37.7
Minority students	35.5	29.8
Disabled students	15.8	28.9
Commuter students	13.9	15.8
Foreign students	23.5	13.2

TABLE 16

**NUMBER OF COMPANIES RECRUITING ON CAMPUS
1990-91**

	<u>Percent</u> All Resp.	TwoYr Resp.
Average	121	150
Median	55	35
Mode	50	100
<u>Compared to previous year</u>		
More	24	31
Less	54	35

TABLE 17

**STUDENT USE OF CAREER PLANNING
& PLACEMENT OFFICE**

	<u>Percent</u> All Resp.	TwoYr Resp.
<u>Percent of graduating class that uses career planning/placement office</u>		
Average	63	53
Median	65	50
Mode	63	50
<u>Percent of graduating class that obtains a job through the career planning/placement office</u>		
Average	37	37
Median	30	35
Mode	30,20	25
<u>Percent of graduating class that gets a job through on-campus interviewing</u>		
Average	19	14
Median	12	10
Mode	10	10

Trends in Career Planning & Placement (Two-Year School Respondents)

1. What, in your judgment, have been the greatest changes in career planning/placement over the past five years?

- * Need for students to see career planning and placement as a resource center, not a placement center.
- * New technologies. Employers seeking well-rounded employees. Need for grads to have good communication skills.
- * Computerization. International placement.
- * Emphasis on self-identity; self-image, self-actualization, new-age philosophy.
- * Use of computers.
- * Development of life-skills approach.
- * Economic fluctuations--fewer jobs, more job seekers.
- * Computerization and use of technology to develop network information systems.
- * A trend away from being a referral agent to being an integral participant insuring students be more preemployment ready and know how to get their own jobs in a tight economy market.
- * This recession.
- * There is more emphasis placed on experiential learning today than ever before. The students themselves are seeking work experience in addition to the classroom setting.
- * 1. They are beginning to serve students from all disciplines. 2. Females are the majority.
- * More marketing efforts needed to get students interested in the services and actually getting them to use them.
- * Use of services by minority candidates. Integration of technology to facilitate our services.
- * Better technology. Equal opportunity for jobs; less discrimination. Legal aspects.
- * The new emphasis on life-long career planning.
- * The constant changes of rules and regulations.
- * Demand for services from local employers. Older job seekers (career changers, downsized employees). Need to do more with less money.
- * Computerization.
- * 1. Candidate registration system. 2. Wider networks. 3. More diverse ways to assist students.
- * Technology. Emphasis on being an information resource. More acceptance by others as an integral part of the student's successive progress.
- * The use of a fax machine; the use of data bases; career information retrieval from computers.
- * Contract firms.

- * More computerization and technological changes. More programs funded through grants targeting various populations, e.g., dislocated workers, single parent/homemaker, high school students, adults, older and returning women.
- * Computers have revolutionized the amount of work we can do to assist students in obtaining information on jobs.
- * Technological advancements. Less money allocated by companies for recruiting.
- * More emphasis seems to be on placement versus career planning. Our students are interested in actual jobs, not exploring careers.
- * A focus on the need for more community college grads who can fill the increasing numbers of service and low-tech jobs.
- * Implementation of word processing and computerized systems.
- * Challenges represented by under-prepared students and declining economy.
- * Fewer resources plus greater demand from students and employers. Greater emphasis on accountability by institutions and Board of Regents.
- * The technology and implications of recording information for student and employer. Decentralizing planning from placement.
- * Use of technology--fax, PCs.
- * Computer services.
- * Increased use of computers, fax, etc. Better resource material, e.g., state business directories for students to use in conducting their own job search. Increase in job fairs.
- * Smaller companies. Less and less on-campus recruitment.
- * Moving--relocating operations. Identifying and restructuring services.
- * Computerization of services.
- * Computer search software.
- * Advent of fax, computers, updates.
- * Career planning courses.
- * Fewer job opportunities for students in this geographic area due to economic decline in this region.
- * Greater visibility as to the contribution a career service makes toward the overall mission of an educational institution.
- * Longer and slower placement.
- * Decreased budget, staff.
- * Increase in number of low-paid positions and low-level positions. Computerization of reports, data bases. Increase in slick marketing of services available.
- * 1. The upsurge of service jobs in the economy. 2. Emphasis on the minority work force. 3. More accountability for dollars in service delivery area.
- * Move to automation via computer data bases.
- * Combining with other departments, e.g., testing, computer resource center, co-op education, student service responsibilities.
- * Less work-study support. Advances in computer technology for the office.
- * Downsizing. Increased reluctance on part of some employers to consider associate-degree holders for positions. Tightening of budgets on part of employers and colleges.
- * Student use of the placement services over the past two years.

- * Computer usage.
- * Computer technology.
- * Accountability to state/federal government.
- * Increased use of computer support systems.
- * A firm commitment to placement "as a valuable part of the whole" by the administration.
- * Computerization.
- * Computer information to assist in recordkeeping functions.
- * Career planning/placement offices are becoming more of a clearinghouse and go-between for faculty, employers, and students.
- * Budgetary restraints. Higher unemployment. More laws governing companies' recruiting practices.
- * More demand for two-year grads.
- * Eliminating student services department.
- * Trend toward electronic data bases for resumes, job listings, etc.
- * Legalities.
- * Use of computer technology to assist in career counseling and placement functions.
- * Almost all offices use computers to track job candidates for job openings and provide career guidance. Greater emphasis being made to help graduates find jobs.
- * Access to informational data base.
- * Industry's demands for high-tech skills in potential employees.
- * Less counseling; more emphasis on bringing together employers, students, information. An increased "networking" function--serving our own campus, our students, community, etc.
- * Appreciation of real need for such services by faculty and administration as accountability in higher education has increased.
- * Graduate placement statistics and documentation!
- * The allied health areas.

2. What, in your judgment, have been the greatest changes in college students over the past five years?

- * More career oriented. They want to know where the jobs are and what they pay.
- * More adults, consequently more need to work and balance a family.
- * Exploring more options for careers. Looking for experience (internships, on-the-job, co-op) to go with their academics.
- * At the community college, a major increase in adult populations who have been laid off.
- * Older and more job oriented.
- * Possess greater self-direction regarding job readiness/placement.
- * Need for structure often self-imposed.
- * More career rather than job oriented.
- * More aggressively demanding of services for some, and for others the honest interest in learning how to become and stay employed versus the employment-will-fall-in-my-lap syndrome.
- * More over-25s.
- * Students have become more serious about career choices. They know they need the education to get ahead.
- * More money and pleasure oriented; less able to read instructions; more self-centered.
- * Not as motivated as past students. Interview schedules aren't full; fewer students attending career fairs.
- * Working in a nontraditional college environment (90 percent of our students work while attending college), I have noticed little change in our students.
- * Under-prepared. Unrealistic expectations.
- * Students are becoming more realistic about salaries and the opportunities that await them.
- * Desire quick fix (job with high starting salary).
- * Enormous enrollment increase.
- * More sophisticated and desire to work and establish a career.
- * Less willing to put out much effort.
- * Demeanor, lack of maturity, lacking skills necessary to do the job. Unrealistic salary expectations. Poor communication skills.
- * Come to us less prepared and with less dedication to the fields they have chosen.
- * More nontraditional students.
- * At our college, it is the average age of the students (for us it is about 27). There are increasing numbers of returning adult students.
- * An increase in the expected starting salary.
- * More work oriented and serious about preparing well for the job search.
- * Deterioration of basic/functional skills and work ethic.
- * Less willing to accept responsibility. Lack refinement of culture (manner, respect for self and others, so rely more on others and less on self).
- * Their specialization to the degree of becoming obsolete before completing the program. Technology unfolds itself into several release versions within one year.

- * Expectations of what a first job should be and how much money they should make. Poor writing skills.
- * Students demand more services.
- * More realistic, flexible, etc.
- * Higher number of adult learners and career changers.
- * Not as well prepared for the world of work as their predecessors.
- * Lack of responsiveness--not willing to be flexible in the job search.
- * Overly stressed.
- * Older students.
- * Increasing amounts of work experience.
- * In our area, small increase of minorities in attendance. More diversity in student body--Southeast Asians, more Hispanics.
- * Work ethic. Lack of desire to look for a job. Academic ability. College readiness.
- * More of a "me" generation.
- * Increase in number of students seeking college transfer (matriculation) to four-year-degree institutions. Increase in number of older nontraditional students. Increase in female enrollment.
- * More nontraditional students attending college, including career changers and adults.
- * The increasing number of students who need to strengthen their basic skills--reading, writing, math.
- * Attitude towards work and salary is unrealistic. Effort versus output--out of balance.
- * Older adults going to college to make career changes.
- * Move towards specific/technical training.
- * More older students now going full time. Decrease in level of basic skills of first-time students. Increased sense of urgency to complete education.
- * Career awareness.
- * Students are older.
- * The returning adult student.
- * Less motivated. Less qualified in basic skills--reading, writing, arithmetic.
- * Students are very interested in salary.
- * High school graduates who have not mastered basic skills; lack of academic desire; lazy; lack of self-discipline and willingness to work; think grades are a "right" even if they don't come to class, turn in work; college and jobs and high salaries are a "right"; more older/ adult students.
- * Immature--expect to start out at level parents are; believe employers, colleges owe them a job.
- * More conventional. More interested in money, material things.
- * Less goal oriented. No real direction. More are being required to attend by social agencies.
- * Level of academic ability and academic interest seems to have decreased. School often seems to be less than highest priority.
- * Older students are attending college. Higher career goals.

- * More aware of career planning needs. Cultural diversity of our college students.
- * They are older, more are part-time.
- * More work-centered, i.e., working part time while going to school.
- * The age of the student is older.
- * Their age! In my experience, greater numbers of adult re-entry students and mid-career changers. Also, they are less and less prepared to market themselves and seem more naive about the realities of the workplace.
- * Decline in job-readiness skills. Over-inflated opinions of their job worth upon graduation.
- * More diversity among students--older, multicultural...a less predictable population.
- * Age--older students.

3. What, in your judgment, will be the greatest change that career planning/placement will have to make over the next several years?

- * Change from placement office to more of a career counseling and job-readiness center.
- * More national sharing of information and opportunities.
- * Changing attitudes of administration on impact of placement. Teaching students more flexible strategies for career/life planning/placement.
- * Depend more on alumni for job contacts.
- * Keeping up with state-of-the-art recruiting techniques to balance loss of on-campus recruiting.
- * Placements through computer links. Fewer campus recruitments.
- * Develop and guide JTPA and alternate funding sources.
- * Prove itself necessary to institution in order to maintain funding.
- * Expanding and developing student skills in researching on their own.
- * Continuing to educate the less-than-ready-to-be-employed student to insure more and more have the knowledge on how to become and stay an employee in this increasingly tight employment market.
- * Subcontracting of work.
- * Get computers for professional staff to use during counseling/advising sessions.
- * More accepting of other self-appointed placement systems on and off campus. How to explain the changing job structure for college grads, such as more lateral movements than up-the-career-ladder.
- * Market welfare clients. Dealing with welfare reform. Tracking, etc.
- * Counseling students to be able to create their own jobs within an organization--they resist this kind of approach.
- * Help meet the challenges of a rapidly changing economic order.
- * Career planning/placement offices will have to continue to become more computerized.
- * Assisting adult job seekers with several years of work experience.
- * More involvement in the decision-making process.
- * Improve high-tech services.
- * 1. Flexibility to students. 2. Ability to adapt to changes. 3. Automation.
- * Working with under-prepared students. Using technology effectively and maintaining human contact.
- * To provide better career services to students and employers, career planning/placement offices will need to become computerized.
- * Computerize functions. Do more work using fax, e.g., employers fax jobs, career services fax resumes. Use of computerized resume services, e.g., *kiNexus*.
- * To do more with less.
- * More computerization to keep up with technological changes. More training by staff in keeping up with employment trends and labor market needs.
- * Become totally computerized with expanded service.
- * Meeting the needs and demands of a changing economy.

- * Keep training and education/skills attained up to speed with the rapid changes in the technologies industry. Placement offices can assist curriculum planners in making the curriculum meet the employer needs.
- * Learning to work with more cultural diversity in the workplace.
- * Anticipating and preparing for emerging labor markets.
- * To provide greater services with fewer resources.
- * Bring more real jobs to campus departments. Job development will become first priority since work landscape is in constant change. Job banking will be the transition period for us.
- * Continuing to adapt to changes in technology. Keeping up with rapidly shifting job markets and helping students to be well prepared. It's like shooting at a moving target.
- * Increased use of technology in recruiting--fax, computers, video.
- * A more active role in program definition, e.g., curriculum input.
- * Budget restrictions. Changing regulations.
- * More aggressive recruitment of employers.
- * Work with employers; preach training and retraining; help employers to find trained people.
- * Address the issues of retention and career planning jointly.
- * More attention paid in preparing students to conduct own job search. More information to students on career alternatives to their major area due to decreases in hiring in some areas.
- * Working with nontraditional students.
- * Increased accountability for actually "placing" students in jobs.
- * Increasing emphasis on career skills development.
- * Be more visible throughout the campus, community, and state.
- * Provide complete computerized services including terminals available for student use in placement office for resume forwarding, resume preparation, job listings computerized for self-help, employer data base, etc.
- * Keeping current on "environmental scans" as it impacts on demographics globally and nationally. Continuing to provide input to students and the institution on the economy and the workplace as it impacts on the "big picture" and marketing our services to employers differently while encouraging more participation of small employers.
- * To be able to supply a rapidly changing work force with qualified employees.
- * Reduction in personnel. Increase in nonrelated responsibilities.
- * Greater use of the computer.
- * Emphasis on accountability.
- * Increased accountability--receiving of government funds tied to success of programs as measured by placement rates of grads.
- * Providing follow-up on students placed through the placement office.
- * More automation.
- * To show more accountability.
- * Motivate students. Teach basic courtesy.
- * Doing more with no increase of resources.

- * Finding job markets for "older" experienced students who are recareering but cannot afford entry-level salaries.
- * To teach individual how to do processing of the job search.
- * Less on-campus recruiting by large companies. More creative ways of presenting students to employers. Find more ways to generate dollars.
- * More accurate record keeping of services offered.
- * Become more involved with changing student attitudes towards business/working.
- * Motivating students to use our services to a greater extent.
- * Defend our positions. Challenged to stay updated on jobs, i.e., technical positions.
- * It looks like the average age of the students will go up.
- * To be more current on job trends so we can prepare students. To deal with issues relating to a multicultural workplace.
- * Will need to adjust to changing economy, providing career assistance to laid off, unemployed, underemployed people in a group format. Fewer dollars will be available as budget cuts continue.
- * Marketing an older student population to the community.
- * Increased need to provide facts related to accountability as it relates to institutional effectiveness. The continuing challenge of meeting diverse student needs in a complex, diverse area of student services within defined budgetary guidelines. Age-old balancing out.
- * Tracking of graduates.

4. What do you consider the single most important thing your office does or should do to assist college students in making the transition to the world of work?

- * Cooperative education.
- * Career counseling and job-readiness counseling.
- * Emphasize good communication skills--oral, written.
- * Information on job leads.
- * Our emphasis is on counseling, which helps students with self-assessment, and methods for accessing information and clear decision making.
- * Make them aware of job openings.
- * Provide information and assist them in marketing their skill, abilities, education, and experiences.
- * Teach job readiness as a one-credit course that is required for students enrolled in AAS program.
- * Self-awareness.
- * Interview skills/communications skills.
- * We are working on a workshop (stand-alone or part of a jobs-class curriculum) to address this important area.
- * Be realistic in wage expectations paralleled with their skill development, learn how to sell themselves successfully in terms of their skills and abilities, and learn to cross apply their past duties with currently desired skills.
- * Job referrals.
- * Build self-confidence to be aggressive in job-search skills. Encourage students to learn skills which are transferable to different settings.
- * In the community colleges we stress part-time employment and co-op so students will have substantive material to put on their resume or their application for a four-year college.
- * Resume and job-interviewing workshops.
- * For our younger students, getting them to try part-time jobs or internships, etc.
- * Provide information and an office atmosphere that enables students to come in anytime.
- * I try to make students aware of "the world of work," and to make them understand the importance of getting your foot in the door and always being prepared for any situation.
- * Integrating the career planning process with placement stats.
- * Provide employment during school and proper workshops to prepare them for the work force.
- * One-to-one counseling on an individual basis.
- * Provide realistic information about the world of work and teach them skills for effective goal setting, decision making, and job search.
- * Provide more employment-related seminars to assist students with their job search and provide more job opportunities.
- * Offer a career planning course.
- * Understand what needs to be done to compete and how to do it.
- * Provide resume workshops, offer career guidance, allow students to have access to employers through job fairs, on-campus interviewing, job postings.
- * Teach them life-long career planning and job-search skills.
- * Provide information regarding the work world through employer presentations and career day.
- * Emphasizing a positive work ethic, or, educating them as to what a work ethic is. Also, emphasizing employer expectations, and how to make the most of their skills.
- * Job-seeking and job-keeping skills.

- * Networking and continuing to teach students the personal skills necessary to conduct a successful job search.
- * 1. Job-search skills. 2. Employer identification.
- * A willingness to listen and direct students to their most meaningful resources.
- * Help them interpret their past, present, and future into the best resume possible (packaging). Help them become winners at interviewing. Help them become productive, mature, responsible, dedicated, motivated workers in their field.
- * Teach them the skills to secure work and adapt to the workplace environment.
- * Equip them to job search on their own (resumes, interview skills, and other job-search tools).
- * Reality counseling, a three-credit exit course in global economics, job realities.
- * Creating awareness of occupational requirements.
- * Employment preparation workshops and classes for credit.
- * Helping them get ready to enter the job market, then the marketing we do on students' behalf.
- * Information on how to explore options.
- * Help student improve communication skills. Help students to develop attitude of responsibility and a willingness to work in areas outside of their job description.
- * Making students aware of what the real world is--that they must assume responsibility for their actions.
- * Teach students how to present themselves to employers with confidence and how to evaluate job options to best suit their goals.
- * Teach the "how-to" skills of job search and development, thereby developing the ability for one to manage his/her own career in the job market--self-empowerment.
- * Provide cooperative work experience.
- * Teaching students to know where and how to look for a job.
- * Help with job-search methods, actual job search.
- * Provide opportunities for employers to be available to answer students' questions (panel presentations work well).
- * Providing career assessment.
- * Make the connection between employee and graduate.
- * Cooperative education job opportunities.
- * Refer students to job possibilities and assist to make realistic career decisions.
- * Personalized counseling.
- * Assisting students to realize the nature of the job of finding a job.
- * Assist the students in career decision making and job-search strategies.
- * Employer contacts.
- * Offer workshops on transferable skills.
- * Instill confidence.
- * Teach self-directed job-search classes which cover all practical knowledge of the job-search process and working environment.
- * Provide job information and solid advising about career development.
- * Training in job-search skills, resume and application writing, mock interviews, work etiquette, professional conduct. Intern/externships, apprenticeships.
- * Job-search process.
- * Job attitudes, resume and interview skills.

- * Assist them in becoming self-reliant and responsible for their own career decisions and job search.
- * Workshops--interviewing, resume writing, goal setting.
- * Changing students' attitude towards a business attitude.
- * Prepare them to make an informed decision regarding their employment choice and options within their chosen field.
- * Introduce co-op education.
- * Educate students how to find a job.
- * We provide a variety of ways for students to come in contact with employers and help prepare them for the job search.
- * By preparing students in job readiness and providing them with information about occupation as well as job-search skills.
- * Provide support, motivate and empower students to use their own resources to make career decisions and find employment.
- * Let students know what services are available.
- * To assist in self-esteem building and to prepare them for the job-search process.
- * Job-search skills training (*most* effective).
- * Providing informational resources and programs which enable the development of realistic expectations about the world of work.
- * Changing the attitudes of students.
- * The career seminar--four consecutive which cover self-assessment, resumes, interviewing, mock interview--will be better when required and offered for credit.

5. What do you see as the single greatest problem facing career planning/placement over the next several years?

- * Becoming more computerized to respond to the business community faster and more reliably.
- * Potentially smaller market for jobs for AA and/or BA graduates.
- * Lack of qualified professionals. Unskilled labor force, i.e., lacking competency.
- * Shrinking fiscal resources, which may reduce all services which are not regarded as "academic."
- * Recession.
- * Budget cutbacks--having to do more with less money and possibly staff.
- * Budgeting/job market.
- * Loss of traditional funding.
- * Economy!
- * More demand for services coupled with lower operating budgets in an employment-depressed economy. Also, the ever increasing need to upgrade student preemployment skills for the competitive workplace.
- * Money--dollars.
- * Budget cuts at local, state, and federal levels for education programs.
- * 1. Just trying to keep the budget and services we have now. 2. Trying to meet student work expectations following an expensive four-year degree. 3. How to interpret all of the EEOC, drug testing, and civil rights laws.
- * Fewer funds. More assignments without additional staff--"doing more with less."
- * Dollars.
- * Increased need for services and lack of college commitment to increase staff.
- * The economy continues to be the greatest problem facing this area.
- * Budget constraints.
- * Demand for increased or expanded services without increase in staff or money or space.
- * Dwindling job market. More career changers per nontraditional student. Less job security, therefore more demand from alumni.
- * Dollars.
- * Funding/budgets.
- * Marketing--the importance of our mission to the administration, faculty, and students. Helping difficult-to-help people.
- * Providing on-campus interviews with potential employers for students.
- * Serial employment.
- * Dollars, funds.
- * Providing more services with less staff due to budget cutbacks in state and federal funds.
- * Prospering under budget pressures to cut services.
- * Economic changes affecting job opportunities.
- * The changing economy. The job market really suffers when the economy is unstable.
- * Job placement is often an area deemed "unnecessary" in community colleges facing budget cuts.
- * Budget cuts, weak economy.

- * Credibility. Flexibility to meet challenges.
- * To survive the deluge of requests for information from all sources in the employment of our graduates.
- * Shortage of funds as priorities take us to testing and assessment, recruitment, and retention one more time. Placement will remain an after-the-fact budget item. Too little, too late for ten more years.
- * Adapting to changes in technology, keeping up with rapidly shifting job markets, and helping students to be well prepared.
- * Budgets.
- * Tighter and tighter budgets, less and less on-campus interviewing.
- * Impact of economy.
- * Not enough jobs for graduates.
- * Budgeting cuts.
- * Companies bypassing offices, going to agencies. Use of temp firms. Students get discouraged--poorer salaries.
- * Job availability.
- * Economic problems in our geographic area.
- * Legal issues concerning hiring and screening activities.
- * Generating jobs, current recession imposes limits on employment opportunities. The major function of the career planning and placement office is generating jobs. Recession hampers the ability of placement to perform "as usual" yet needs of graduating seniors for this service is greater at such a time.
- * More difficult students to place.
- * Dollars, money--for staff, services.
- * Competing for more students at entry which affects all institutions. Continuing to compete for a fair share of budget dollars.
- * To maintain, despite pressure from industry, impartiality during the referral process, giving all qualified candidates equal opportunity.
- * Reduction in available funds. Reduction in both travel and marketing (job development) dollars.
- * Money for adequate staffing.
- * Reduced funding.
- * Producing adequate and accurate placement rates.
- * Budget restrictions.
- * Economy.
- * Budget cuts.
- * Overcoming the recession.
- * In my school, keeping up with the rapidly changing employer needs in a high-tech world and adequately preparing students with too little staff. Also, attracting employers on campus as recruiting costs rise and available positions shrink.
- * Lack of financial resources to meet needs.

- * Too large a work force--layoffs. Companies hiring "experience only"--even for entry-level jobs.
- * Funding and human resources to meet the societal need for outplacement services.
- * Funding, ability to assist students with employment when there are fewer jobs available.
- * Greater demand for accountability.
- * Changing students' attitude toward a business attitude.
- * Developing jobs for community college graduates who increasingly have limited skills in English communication.
- * Staying updated on technical jobs. Will see a lack of loyalty on the part of employers.
- * Dealing with change and the rapid growth of technology.
- * Lack of sufficient funds to update career library and provide state-of-the-art career planning resources to students.
- * There will be a greater need for our services, yet as the budget deficit grows, we will have less money to provide this important service.
- * Lack of students to meet the needs of employers.
- * Effectively coordinating the increased demand on our services from various populations--campus personnel, employers, community, students--trying to be all things to all people. We in this business often are unable to say "no." We too often overextend ourselves, and services can suffer. Keeping focused on who you are serving and why will be important (and receiving that same commitment from Administration!).
- * Financing, facilities, and working with culturally diverse populations.
- * Increased need to provide facts related to accountability as it relates to institutional effectiveness. The continuing challenge of meeting diverse student needs in a complex, diverse area of student services within defined budgetary guidelines. The age-old balancing out.
- * Shortage of jobs! Recession.

